



SCHOOL MANAGEMENT COMMITTEE: A CASE STUDY IN RURAL UTTARAKHAND

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ABSTRACT

A case study was undertaken with the main objective to what extent school management committee improves access, enrolment and retention of 6-14yrs children. How SMC members contribute in various issues as well as developmental work of the school. Dallawala village of Haridwar district was selected by adopting purposive sampling technique. Interviewing with SMC members and president, headmaster and students, it is inferred that satisfied result in right of children to free and, compulsory education Act, 2009 for 6-14 years age group. Due to illiteracy, low socio economic status of SMCs members, they hardly contribute in school developmental work.

Key words: School management committee, Rural.

INTRODUCTION:

School is the miniature of society. There is symbiotic relationship between the school and the community. Bakwi (2013), Gital (2009), Mitrofanova (2011), Bibire (2014) stated school and community should work collaboratively to realize their goals.[1,2,3,7] Govind and Diwan (2003) asserted the school development process is at risk when the neighbouring communities are not able to join hands with the school for facilitating infrastructure requirement assisting curricular and extra- curricular activities.[5] A committed teacher has to make community aware about their duties and responsibilities. Close relationship between the school and community helps to bring about all round development in the child and address the barriers that impede the process of achieving universal primary education.

India rank was 105 among 128 countries according to EFA global monitoring report 2010 (UNESCO). IN 2001 India's position also positioned 105 among 127 countries. In 2007 India was behind not only top countries like Norway, Japan and Germany but also several Latin America, African and Asian developing countries.[11] India has been implementing various programmes to achieve cent percent literacy. RTE Act, 2009 is implemented by government of India. Govt. of Uttarakhand has issued notification order no. 158/XXIV (1)/2011-60/2010 dated 09/02/2011 regarding formation of school management committee. Part V of RTE Act 2009 delineates about SMCs. Section 21 of RTE Act states, "A school management committee shall be constituted in every school other than an unaided school" section 22 of RTE Act, 2009 delineates about functions and responsibilities of the SMCs.

OBJECTIVES OF SMC:

1. To ensure the achievement of the objectives laid down by right of children to free and compulsory education Act, 2009 for 6-14 years age group.
2. To ensure the participation of parents and teachers in the school management.
3. To ensure the community participation for the children's enrolment, retention and improvement of educational achievement level for the universalisation of elementary education.
4. To ensure the proper utilization of funds and other facilities provided by the government and other sources.
5. To develop ownership and sensitization of the community for the development of school.

FUNCTIONS OF SMC:

1. To develop School Development Plan as per the RTE guidelines.
2. To manage school.
3. To supervise and provide support in implementing SDP.
4. To monitor functions, finance, academic progress and distribution of entitlements.
5. To make social audit of the system for maintaining accountability and transparency.

6. To create and maintain educational database.
7. To coordinate local authority in generating funds from various sources for school's developmental work.
8. To ensure universal participation.

Research questions:

Following research questions were asked for the study:-

1. What was the nature and extent of RTE Act, 2009 intervention with regard to School Management Committee for enhancing school effectiveness in terms of access, enrolment and retention?
2. What was the effective strategy initiated by the SMC to achieve the goal of universalisation of primary education?
3. What was the contribution of school management committee in the school developmental work?

REVIEW OF RELATED LITERATURE:

Teron (2012) studied the functioning of SMCs in the Galghat district of Assam. Findings of this study found SMCs were formed as per guidelines. Its regular meetings were conducted and training was imparted to SMC members regarding their roles and functions [4]. However, it has been revealed by Nayak (2009) found that the working of the SMCs was not at all satisfactory. The meetings are either not held at all or, if held, they are just once in a year. One-third respondents stated that the SMC members did not attend the SMC meetings whenever they are held. Various problems perceived as impediments in the working of the SMCs were inadequacy of teachers, poverty of members, lack of sufficient financial aids, lack of co-ordination among members, inadequacy of classrooms and lack of incentives for SMC members, political interference and reservation of SMC seats in the village community.[8] Similarly, Owusu and Sam (2012) that SMCs were ineffective in the monitoring and supervision of head teachers', teachers' and pupils' attendance. Even though SMCs are not doing enough to assist teachers to improve teaching and learning, they are seen as very effective in solving school community relations [9]

Sunil kumar (2016) studied roles and functions of school management committees (SMCs) of govt. middle schools in district Kullu of Himachal Pradesh: A case study. Objectives of the study were (1) to study the structure and process of the formation of SMC in Govt. middle schools of Kullu district, (2) to study the roles and functions of the SMC in the school management and improvement, (3) to study the level of awareness among SMC members regarding their roles and functions in managing elementary schools. Descriptive survey method was used. Two educational blocks out of six in Kullu district were selected by random sampling. Interview schedule for the chairperson of SMC and questionnaires for the headmaster/teachers of the school and members of the SMC and parents were used for data collection. Findings of the study show that formation of SMC was according to RTE Act, 2009. Majority of elected SMC members are energetic and young. Drop out students in elementary schools of district Kullu is zero i.e retention is hundred percent. This fact shows that SMCs are playing their role effectively in this direction.[14]

Ajender Singh & Vishal Sood (2016) had undertaken a study "the reflections of elementary school teachers regarding the functioning of School Management

Committees (SMCs) in elementary schools of tribal areas of Himachal Pradesh". For conducting this investigation, survey method was employed and total of 181 elementary teachers were selected from 60 schools situated in two tribal districts Kinnaur and Lahaul-Spiti of Himachal Pradesh. The data were collected with the help of a self-developed questionnaire for elementary school teachers which contained both close-ended and open ended items. The data were analyzed by employing frequency count and percentage analysis. It was found by elementary school teachers that the SMC members are moderately aware about their role and responsibilities and was not much enthusiastic for participating in various school affairs. The attendance status of SMC members in meetings is moderate. A good majority (60.22%) of elementary school teachers rated SMCs as very effective in terms of its impact on improvement in girls' education. [13]

Francis E. Bisong, Nano N. Bisong, Carah N. Oden (2013) studied community participation and basic education delivery in Calabar education zone of cross river State, Nigeria. This study investigates the extent to which community participation contributes to basic education delivery in Calabar Education Zone of Cross River State, Nigeria. The study was guided by four objectives. A survey was carried out, using 135 respondents, randomly selected from five communities in the study area. The main instrument for data collection was a questionnaire, designed to elicit information on the extent of community participation. Respondents were also interviewed orally on possible ways of facilitating higher community participation. Data gathered were analyzed using simple percentages, and subjects' responses were equally collated and reported. Results were presented and discussed in line with the study objectives. Findings reveal that community participation was very low in all the areas of consideration and the different communities sampled. Based on these findings, it was recommended that strategies should be explored for enhancing community participation in the education of their children for more positive results. [4]

Sajjad Hussain (2013) studied the assessment of parent teacher council in primary school of district Mardan in Pakistan. Through purposive sampling ten primary schools were selected from Mardan district. Self developed questionnaire was used to collect the data. Percentage was calculated for analyzing data. Findings of the study were lack of Assistant director of education interest, untrained and uneducated chairman, members and loss contacts of PTC members with educational authorities were responsible for the weak performance of PTC. [14]

Country context:

The constitution of India casts an obligation on the State to provide free and compulsory education to all children up to the age of 14 so as to realize the goal of universalisation of elementary education. The literacy rate in Uttarakhand during 2001 was 71.62% against India's average rate 64.83% which increased to 79.63% in 2011 against the all India average 74.04. While the male literacy rate of 83.28% in the State in 2001 increased to 88.33% in 2011, the female literacy rate increased from 59.63% to 70.40%. There has been remarkable improvement in the literacy rate of the State in comparison to national literacy rate. According to 2001 census of India, literacy rate of Uttarakhand's rural and urban were 54.70% and 74.77% respectively. Thus gap between rural and urban area literacy rate was 20.07%. Rural-urban literacy rate of 2011 were 66.79% and 80.02% respectively. So the literacy gap between rural and urban was 13.23%. From 2001 to 2011, literacy rate gap between rural and urban was improved due to expansion of educational infrastructure both quantitative and qualitative. In rural areas of Uttarakhand, the average literacy rate was 76.31% out of which literacy rate of male and female stood at 86.62% and 66.18% respectively in 2011. Hence, number of male and female literates was not equal. [15]

METHODOLOGY:

This research investigated how school management committee helps promoting universalization of primary education. So a case study was undertaken with the purposive sample, which was located in rural area of Haridwar district (Uttarakhand). This study discusses the extent of rural community involvement in primary education.

The practices:

In the present study shows how the school belongingness at the grassroot level can pave the way for universalisation of primary education in the village level school management committee of Dallawala village.

The respondents:

President of SMC – Mr. Rabindra kumar

Member of SMC- Mrs. Sunita, Mr. Dharmendra, Sri Netra Pal, Sri Ved Pal.

Head Master- Sri Pawan kumar

Students- Miss Swati, Mr. Biswas, Miss Shivani, Mr. Jatin.

The Village Dallawala:

Dallawala is located in the Haridwar district connected to the Khanpur block through 10km wide motorable kuchha and pucca road. This village is surrounded by Purkaji block towards west, Laksar block towards north, Morna block towards South and Mohammadpur Deomal block towards east. It is 93 Km from State capital, Dehradun.

Table no.1: Census data with different census parameter, Dallawala village of 2011.

Census Parameter	Census data
Total population	3177
Total no. of houses	556
Female population	47.9%
Total literacy rate	51.7%
Female literacy rate	19.9%
Scheduled tribe population	0%
Schedule caste population	0.5%
Working population%	33.7%
Child(0-6) population	594
Girls child(0-6) population%	49%(291)

Source: <http://www.censusindia.co.in/state/Uttarakhand>

Table no.1 shows female literacy rate is only 19.9% which is very low.

Table No. 2: Number of children in different age group with categories in Dallawala village, Haridwar

Age Group	General		SC		ST		OBC		Total		Total
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
03-05yr	-	-	-	01	-	-	79	44	79	45	124
6-7yr	-	-	-	-	-	-	56	45	56	45	101
8-10yr	-	-	-	-	-	-	89	96	89	96	185
11-14yr	-	-	-	-	-	-	53	59	53	59	112
6-14yr	-	-	-	-	-	-	277	244	277	244	522

Source: Child counting report of primary school, Dallawala, 2018-19

Table no.2 shows all children are enrolled in schools. No one is out of school

The primary school:

Primary school Dallawal was established in 1991. It is managed by the department of Education. It is located in rural area of Khanpur block, Haridwar. The school consists of grades from class I to V. It is a co-educational. It has attached junior school. Hindi is the medium of instruction in this school. School enjoys electricity. It has five pucca classrooms with wide verandah. Three rooms were in abandon condition. Boys and girls have separate toilets. Both junior and primary schools are covered by boundary walls and Iron Gate. There are I to V classes running by five teachers. One head master is there. Three Bhojan Mata are appointed for preparing mid day meal. The school office runs in the classroom itself.

Table No.3: Class wise student strength of 2017-18 and 2018-19 session

Session	Class	Boys strength	Girls strength	Total students
2017-18	1 st	32	39	71
	2 nd	32	26	58
	3 rd	19	29	48
	4 th	12	19	31
	5 th	16	24	40
	Total	111	137	248
2018-19	1 st	20	32	52
	2 nd	32	28	60
	3 rd	28	37	65
	4 th	28	16	44
	5 th	21	12	33
	Total	129	126	255

From the above table no.3, it is found that during the session 2018-19, the population of children in the school was 255. Out of which 129(50.59%) were girls and 126(49.9%) were boys. The strength of students in the previous academic year was 248, from which 111(44.76%) were boys and 137 (55.24%). Attendance of the class is very satisfactory. Due to medical reason students remain absent in the school. The dropout rate of the school is quite meager i.e only 3 students due to socio-economic standard of family. These drop-out students have to look after their siblings when their parents are going to earn their livelihood. To prevent drop-out in the school the teachers identify drop-out case, and then visit to that family. They try to counsel and convince the concerned parents to send the ward to school regularly. Some got dropped of their studies because of unavoidable personal reasons. By the time they are free from the problem they have been readmitted in the school in course of time as per the guidelines of RTE Act, 2009.. All the walls of the classrooms are painted with educative quotations, so that become a permanent source of informal learning.

There is provision of providing uniform to girls' students and BPL students. But some of the parents had been demanding uniforms for their wards even though they were not eligible for it. So teachers provide extra uniforms (10 to 15) every year from their own pocket. All the students wear uniform. The mid day meal is supplied to all children and even extra twenty meals are taken by the village children. During 2017-18, Sree Cement Company has donated bags and jersey for pupils. Every year school is provided 5000/-rupees as school improvement grant for purchasing stationeries, painting of the buildings and sitting arrangement. 7500/- rupees per annum is provided for beautification of school. Honorarium for purchasing furniture from Vidhayak Nidhi was received by the school. Hence, students are studying in bench and tables instead of sitting on the floor. Pradhan of that village has donated plates for taking mid day meals. For such help, teachers honoured Pradhan with memorable letter. Assistance from various sources from time to time plays catalytic role in universalisation of elementary education and retention in the school. Retention of the student is highly satisfactory. Parents from adjacent village Jogawala prefer to admit their kids in the Dallawala primary school due to standard of school, friendly and committed teachers.

The school management committee:

The school Management committee's two main bodies' i.e general body and executive council was formed as per the guidelines laid by RTE Act. 2009. School organizes two meetings in a year i.e 15th August and 26th January.

Opinion of head master:

Some of SMC members are not literate. A few of them have drinking habit. Parents of the students do not want to fulfill their duties as the aim of the RTE, Act. Hence, school hand pump was stolen from the boundary premises instead of its taking care of it. Some of the parents think government should give uniform, whether they came and mid day meal but what is their duty towards school, they do not want to understand. Head master expressed that education department provides training to the members of SMC but that is not yet conducted. So, on his own effort, Relaxo foundation one of the NGO has arranged training programme for SMC members of a few schools that are placed in interior area. Most of the NGOs conduct such training programme in the cities and towns not in the backward village places. In the SMC meeting 70% members don't attend even after prior information. In the meetings, head master keeps issues like admission issues of adjacent village children, sustenance of retention children of children, dropout if any, student attendance, preventing liquor taking habit of parents, student performance in the examination, school management, etc. Rarely members of school management committee members give their suggestion on school developmental plan.

Opinion of president and member:

President of the SMC Mr.Rabindra Kumar's educational qualification is high school. He has three children. Two children are studying in that school. He attends the meeting of the school. He had no complained on teachers' work. He gives his consent on financial work of the school. But he is not known about his own role in the committee.

The lady respondent Mrs. Sunita aged 34year is literate and mother of four children i.e three boys and one girl. Three children are studying in the primary school. She attends SMC meetings regularly. She attended the training training programme on SMC conducted by Relaxo foundation. She is very satisfied with the work of primary school. She gives top priority to education of children than anything else.

Opinion of students:

Jatin S/O-Sri Vedpal, a student of IV class has third position in the family. Parent is farmer. His father inspires him to go to school and to have his study at home. Sometimes he helps his father in agricultural work. One of his brother helps in solving problems relating to his study.

Swati D/o Sri Dharmendra studying in Vth class expresses her likingness in English. She is regular in her class. She remain absent in the class due to medical reason. The students interacted happily. They opine that they all are inspired to be employed in some services. They feel the importance of education in life. They like their school environment. Teachers' rarely give punishment to them.

CONCLUSION:

From the findings it is clear that only formation of school management committee according to RTE Act is not enough to realize the goal of EFA. Active involvement of educated and ideal community members is required to achieve the objectives of SMC. Majority of the elected members should be energetic and young. SMC members should be aware of the post and position in the committee. Government as well as NGOs should organize proper training programme on functions and aims of SMC in backward and interior rural areas.

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